DOCUMENT RESUME

ED 317 539 SP 032 180

AUTHOR George, Thomas W.; Blank, Kermit J.
TITLE The Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
PUB DATE 3 Mar 89
NOTE 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 3, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Admission Criteria; Educational Finance; Higher Education; *Minority Groups; *Preservice Teacher Education; *Scholarships; Schools of Education; Student Characteristics; Student Financial Aid; *Student Recruitment; Surveys

ABSTRACT

A survey of 58 American Association of Colleges for Teacher Education member institutions was conducted on the effects of efforts by schools, colleges, and departments of education to recruit bright and talented minority preservice teacher education students through the use of academic scholarships. Major findings include the following: (1) 30 percent of the institutions reported available preservice teacher education scholarship funds; (2) the average scholarship was reported to be $1,520/year; (3) 6 institutions reported increases in scholarships, 4 reported gains, and 18 were unable to assess the effects of these scholarships; (4) 8 institutions had teacher education scholarships designated exclusively for minority students; (5) 10 institutions reported an increase in the use of scholarships for recruiting students, 6 reported gains, and 18 were unable to measure the effects; (6) private institutions were significantly more willing to designate scholarships on the basis of academic merit alone; (7) private institutions indicated significantly more willingness to award four-year scholarships than did public institutions; (8) 13 institutions gave special scholarship consideration to students enrolled in certain teaching fields, 8 gave preference to mathematics students, while no private institution had such inclinations; and (9) entering freshmen were reported to be most likely to receive scholarship assistance. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED317539

The Effects of Scholarships on SCDEs' Efforts to Attract Preservice Teacher Education Students

Thomas W. George and Kermit J. Blank

University of Tennessee, Knoxville

Paper presented at annual meeting of the American Association of Colleges for Teacher Education

Anaheim, March 3, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. George

K. Blank

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 052 180

Abstract

Purpose

The primary pupose of this AACTE sponsored research project was to examine the effects of SCDEs' efforts to recruit bright and talented minority and majority preservice teacher education students through the use of academic scholarships. Also of interest were respondents' answers to questions concerning availability, amount, duration, selection processes, and recipient characteristics.

Method

Subjects. Questionnaires were sent to a proportional stratified random sample of 72 AACTE member institutions and were returned by the following 58 (80.6 percent) institutions:

Public Land Grant	11 (19.0%)
Public Non-Land Grant	29 (50.0%)
Independent Liberal Arts	3 (5.2%)
Church-related Liberal Arts	9 (15.5%)
Private	5 (8.6%)
Other	1 (1.7%)

Mean headcount enrollment for responding SCDEs was 1529 and 407 for public and private institutions, respectively. Minority student enrollment for reporting SCDEs was 12.5% and 5.5% for public and private institutions, respectively.

Procedures. A 29 item questionnaire was developed, in cooperation with the AACTE Office of Research and Information Services, and pilot tested with 33 TACTE (Tennessee affiliate of AACTE) member institutions.

questionnaires, with explanatory cover letters, were then sent to each of the 72 sample institutions; follow-up requests were sent to non-respondent institutions approximately four weeks later. Data were processed using the SPSS-X Release 3.0 software.

Results

Major findings included the following:

(1) Thirty (51.7%) SCDEs reported having available preservice teacher education scholarship funds. No significant differences were noted between public and private institutions' scholarship availability (Chi Square 2.92; α = 0.23). Total amount for scholarships ranged from $2000 to $114,363, with median and mean amounts of $10,000 and $19,175, respectively. No significant differences were found between public and private institutions on mean total scholarship funds (F = 2.57; α = 0.12).

(2) The average teacher education scholarship was reported to be $1520/year (public institutions $\bar{x}$ = $723/yr., private institutions $\bar{x}$ = $3501; F = 55.44, α = 0.000). Mean scholarship amounts ranged from $200 - $8397/year, with a median amount of $700/year.

(3) Of the 30 institutions using scholarships with the intent to increase enrollment of bright and talented minority students, six (20.0%) reported resulting increases; four of these institutions reported gains from 1-24 %. Eighteen of the reporting institutions were unable to assess the effects of these scholarships.

(4) Eight (13.8%) institutions reported having teacher education scholarships which were designated exclusively for minority students.

(5) Of the 30 institutions using scholarships with the intent to increase enrollment of bright and talented majority students, 10 (33.3%) indicated resulting increases; six of these institutions reported gains from 1% - 24%. Eighteen of the reporting institutions were unable to measure the effects.

(6) Private institutions were significantly more willing to designate scholarships on the basis of academic merit alone. Although the small sample size makes this finding tentative, it is interesting to note that private insitutions (N = 4) reported awarding 95.0% of scholarships on this basis, compared to 51.5% of public institutions (N = 11) ($F = 14.76$; $\alpha = 0.05$).

(7) Private institutions (N = 4) indicated significantly more ($F = 20.37$; $\alpha = 0.01$) willingness to award four year scholarships than public institutions (N = 5). Whereas public institutions report awarding 5.2% of scholarship funds on a four year basis, private institutions designated 75.0% of funds accordingly. Twice as many institutions (18 compared to 9) reported awarding one-year, non-renewable scholarships as institutions reported awarding four year scholarships. Seventeen institutions reported awarding one year, renewable scholarships.

(8) Thirteen (22.4%) institutions indicated giving special scholarship consideration to students enrolled in certain teaching fields. Eight public institutions reported giving preference to students certifying in mathematics, while no private institution was so inclined.

(9) Entering freshmen students were reported to be most likely to receive scholarship assistance; 17 (29.3%) institutions reported using scholarship funds to recruit freshmen. Lower division, undergraduate students, were least likely to receive scholarships; 13 (22.4%) of institutions reporting making awards to these students.

Conclusions

Though teacher educators want only the best and brightest minority and majority students entering the teaching profession, it is discouraging to find that nearly one-half (48.3%) of responding SCDEs have no teacher education scholarships to recruit students. Equally appalling is the inability of those SCDEs which have scholarships to assess their effectiveness. In this study, 60% of the respondents were unable to determine whether scholarships had any influence on enrollment of either minority or majority students.

Among those SCDEs which were able to assess the effects of scholarships, there are some positive signs. Fifty percent (6 of 12) of SCDEs which were able to evaluate the effects of scholarships on minority enrollment reported increases, while 83% (10 of 12) indicated increases in the enrollment of bright and talented majority students.